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School Readiness Indicators 2020 State Level Benchmark Summary

Indicator #1:	#/% children demonstrating school readiness at kindergarten entry in the development domains of social-emotional, language and literacy, cognitive, and motor and physical
Intent:	Increase the number of children with equal opportunity to be successful and school and close the achievement gap before kindergarten entry.

Data sources considered:

- To be determined: Currently the Arizona Department of Education (ADE), Head Start and First Things First are working with a task force convened by ADE to define school readiness in Arizona. Further, ADE, FTF and the Governor's Office are in discussion about an Arizona kindergarten developmental inventory that would be administered at the beginning of the kindergarten year to measure areas of school readiness.

Data sources recommended for Benchmark:

- To be determined: Possibly an Arizona kindergarten developmental inventory

Baseline:

- To be determined

Trend line:

- To be determined

Benchmark 2020:

- To be determined

Key Measures to Monitor (sub-measures):

- As recommended until data is available and a benchmark is determined:
 - Use measure for Indicator #2:
 - number of children enrolled in Quality First programs with rating of 3-5 stars

Other recommendations and considerations:

- It is likely that this benchmark will not be determined until at least 2016



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Indicator #2:	#/% of children enrolled in an early care and education program with a Quality First rating of 3-5 stars
Intent:	Increase the number of children with access to affordable high quality early learning programs.

Data sources considered:

- First Things First Quality First Rating data
- Child Care Resource and Referral (CCR&R) database
- Head Start – Program Information Report
- Market Rate Survey 2010 (Department of Economic Security)

Data sources recommended for Benchmark:

- First Things First Quality First Rating data collected annually

Baseline:

- To be determined from examination of First Quality First Rating data when available in 2013

Trend line:

- Preliminary Quality First Rating data shows improvement in Environmental Rating Scale scores from initial to progress assessment

Benchmark 2020:

- Increases by 10-20% over baseline the #/% of children enrolled in an early care and education program with a Quality First rating of 3-5 stars
 - Numerator: # of AZ children in regulated ECE centers and homes with Quality First 3-5 Star Rating
 - Denominator: # of AZ children in regulated early care and education centers and homes

Key Measures to Monitor (sub-measures):

- As recommended:
 - # of regulated homes/centers at each rating level
 - # of children in regulated homes/centers at each rating level

Other recommendations and considerations:

- None at this time



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Indicator #3:	#/% of children with special needs/rights enrolled in an inclusive early care and education program with a Quality First rating of 3-5 stars
Intent:	Increase in the number of children with special needs/rights who enroll in high quality inclusive early learning programs.

Data sources considered:

- First Things First Quality First database

Data sources recommended for Benchmark:

- First Things First Quality First data collected annually

Baseline:

- To be determined from examination of First Quality First rating data when available in 2013

Trend line:

- To be determined from examination of First Quality First rating data when available in 2013 and beyond

Benchmark 2020:

- Increase by 1% over baseline the #/% of children with special needs/rights enrolled in an inclusive early care and education program with a Quality First rating of 3-5 stars
 - Numerator: # of AZ children with special needs in regulated ECE centers and homes with Quality First 3-5 Star Rating
 - Denominator: # of AZ children in regulated early care and education centers and homes

Key Measures to Monitor (sub-measures):

- As recommended:
 - # of regulated homes/centers at each rating level
 - # of children with special needs in regulated homes/centers at each rating level
 - # of AZ children with special needs in regulated early care and education centers and homes participating in Quality First

Other recommendations and considerations:

- None at this time



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Indicator #4:	#/% of families that spend no more than 10% of the regional median family income on quality care and education with a Quality First rating of 3-5 stars
Intent:	Increase the number of families that can afford high-quality early learning programs by reducing the tuition cost per child so that it is no higher than 10% of the regional median family income.

Data sources considered:

- First Things First Quality First database
- Arizona Market Rate Survey (Department of Economic Security)
- Quality First Scholarship database
- National cost of care data (National Association of Child Care Resource & Referral Agencies – NACCRRA)

Data sources recommended for Benchmark:

- Arizona Market Rate Survey
- NACCRRA
- Quality First Rating and Scholarship database

Baseline:

- Arizona Market Rate Survey
 - Current family payment % varies from under 10% for high income families to over 30% for lower income families

Trend line:

- No trend line available

Benchmark 2020:

- Maintain the baseline the #/% of families that spend no more than 10% of the regional median family income on quality care and education with a Quality First rating of 3-5 stars

Key Measures to Monitor (sub-measures):

- None recommended:

Other recommendations and considerations:

- None at this time



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School Readiness Indicators 2020 State Level Benchmark Summary

Indicator #5:	% of children with newly identified developmental delays during the kindergarten year
Recommended Change:	<i>#/% of children <u>0-35 months receiving developmental and sensory screening</u></i>
Intent:	Decrease the number of children who are not screened and identified with developmental delays until after they have already entered their kindergarten year. Use of the term “developmental delay” is not intended as a narrowly defined eligibility category; rather it is used in the broadest sense to include preschool moderate or severe delay in cognitive, physical, communication, social/emotional or adaptive development, and preschool speech language delay. It is also likely that this indicator will initially trend upward as awareness increases about the importance of early identification and intervention.

Data sources considered:

- Arizona Early Intervention Program (AzEIP)
- Arizona Health Care Cost Containment System (AHCCCS)
- First Things First Developmental Screening Grantee data

Data sources recommended for Benchmark:

- Arizona Early Intervention Program (AzEIP) data collected annually

Baseline:

- To be determined from examination of Arizona Early Intervention Program (AzEIP) data

Trend line:

- To be determined from examination of Arizona Early Intervention Program (AzEIP) data

Benchmark 2020:

- To be determined from examination of Arizona Early Intervention Program (AzEIP) data

Key Measures to Monitor (sub-measures):

- As recommended:
 - #/% of children 36-60 months receiving developmental and sensory screening (monitored through Arizona Department of Education Individuals with Disabilities Education Act Part B data)

Other recommendations and considerations:

- Recommend that Indicator #5 be revised to state: #/% of children 0-35 months receiving developmental and sensory screening



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Indicator #6:	# of children entering kindergarten exiting preschool special education to regular education
Intent:	Increase the number of children who transition to kindergarten without an identified special need due to timely screening, identification and delivery of effective intervention services prior to their kindergarten year.

Data sources considered:

- Arizona Department of Education (ADE) Individuals with Disabilities Education Act (IDEA) Part B
- Bureau of Indian Education (BIE) Family and Child Education Program (FACE)
- Indian Health Services

Data sources recommended for Benchmark:

- Arizona Department of Education data collected annually

Baseline:

- To be determined from examination of Arizona Department of Education data

Trend line:

- To be determined from examination of Arizona Department of Education data

Benchmark 2020:

- To be determined from examination of Arizona Department of Education data (recommended denominator is number of children age 3-5 enrolled in Part B services pre-kindergarten programs)

Key Measures to Monitor (sub-measures):

- As recommended:
 - Intensity of early intervention services received by children 36-60 months
 - Length of time of early intervention services received by children 36-60 months
 - Data reported by categories of disabilities or developmental delay

Other recommendations and considerations:

- Developmental Screening Sub-Committee determines and recommends benchmark when ADE data is available



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Indicator #7:	#/% of children ages 2-5 at a healthy weight (Body Mass Index-BMI)
Recommended Change:	#/% of children <u>age 2-4</u> at a healthy weight (BMI)
Intent:	Increase the number of children who maintain a healthy body weight

Data sources considered:

- Arizona Women, Infants and Children (WIC) data (Arizona Department of Health Services)
- Navajo Nation WIC
- Pediatric Surveillance Data (Centers for Disease Control)
- Healthy People 2020
- Indian Health Service WIC
- Arizona Health Care Cost Containment System (AHCCCS)

Data sources recommended for Benchmark:

- Arizona Women, Infants and Children (WIC) data (Arizona Department of Health Services) that will be collected through the DHS Health and Nutrition Delivery System (HANDS) annually beginning in 2014. HANDS will also include Navajo Nation WIC data.

Baseline:

- Pediatric Surveillance Data:
 - 2010: 65% of children age 2 at “normal weight”

Trend line:

- No current consistent trend, but the Sub-Committee recommends that Arizona WIC data will be examined for a trend line

Benchmark 2020:

- 70 – 75% of children *age 2-4* at a healthy weight (BMI)

Key Measures to Monitor (sub-measures):

- As recommended:
 - % of children age 2-4 that are overweight
 - % of children age 2-4 that are underweight
 - % of children age 2-4 that are obese

Other recommendations and considerations:

- Recommend that Indicator #7 be revised to state: #/% of children *age 2-4* at a healthy weight (BMI)
- Recommend additional key measures be monitored if possible through HANDS data to further sort by reasons for underweight- failure to thrive, anemia, congenital health issues and lack of food resources.



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Indicator #8:	#/% of children receiving timely well child visits
Recommended Change:	#/% of children receiving timely well child visits <u>at age 15 months</u>
Intent:	Increase the number of children with consistent well child visits where there is higher opportunity for immunizations, appropriate screenings and early identification of development delays, other medical healthcare, and support for family members to understand their child's health.

Data sources considered:

- Arizona Health Care Cost Containment System (AHCCCS) Data
- AHCCCS Performance Standards
 - Acute Care
 - Developmental Disabilities
 - Childhood Immunizations
- National Survey of Children's Health
- Arizona Health Survey (St. Luke's Health Initiative)

Data sources recommended for Benchmark:

- Arizona Health Care Cost Containment System (AHCCCS) data collected annually

Baseline:

- AHCCCS Acute Care Performance Standard:
 - 2011: 65% of children age 15 months receive well-child visits

Trend line:

- AHCCCS Acute Care Performance Standard:
 - Performance Standard: 90% of children age 15 months receive well-child visits

Benchmark 2020:

- 75 – 80% of children *age 2-4* at a healthy weight (BMI)

Key Measures to Monitor (sub-measures):

- As recommended:
 - #/% of children receiving 4:3:1:2:3:1:4 series of vaccinations by age 2 years of age

Other recommendations and considerations:

- Recommend that Indicator #8 be revised to state: #/% of children receiving timely well child visits at age 15 months



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School Readiness Indicators 2020 State Level Benchmark Summary

Indicator #9:	#/% of children age 5 with untreated tooth decay
Intent:	Increase the number of children who begin at an early age and regularly visit an oral health professional to receive preventive oral healthcare and services necessary to treat tooth decay

Data sources considered:

- Arizona Oral Health Survey (Arizona Department of Health Services)
- Indian Health Services Oral Health Survey
- Healthy People 2020
- Arizona Health Survey (St. Luke's Health Initiative)

Data sources recommended for Benchmark:

- Arizona Oral Health Preschool Survey conducted at a regular intervals

Baseline:

- 2007 Arizona Oral Health Survey:
 - 35% of Arizona Children untreated tooth decay at Kindergarten entry (Arizona Oral Health Survey)
 - Decay incidence increases as age increases to 41% in 3rd grade (Arizona Oral Health Survey)

Trend line:

- Tooth decay has increased in the past 10 years:
 - 1995: 49% of Arizona children age 4 had decay experience (Arizona Oral Health Survey)
 - 2007: 52% of Arizona child age 4 had decay experience (Arizona Oral Health Survey)

Benchmark 2020:

- 32%-34% of children age 5 with untreated tooth decay

Key Measures to Monitor (sub-measures):

- As recommended:
 - % of children age 5 with untreated tooth decay receiving care through Indian Health Services
 - % of American Indian children with untreated tooth decay at age 5

Other recommendations and considerations:

- The primary modification to the Arizona Oral Health Survey would be to expand the sample size so that data can be provided at the regional/county level. Considerations should be made to assure consistent data collection, methods, inclusion of appropriate age groups and consistent protocols. The survey should be completed on a more regular and shorter interval.



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Indicator #10:	% of families who report they are competent and confident about their ability to support their child's safety, health and well being
Intent:	Increase the number of families who report they are competent and confident to support their child.

Data sources considered:

- First Things First Family and Community Survey

Data sources recommended for Benchmark:

- First Things First Family and Community Survey conducted every two - three years

Baseline:

- 2008 Family and Community Survey:
 - 20% of AZ parents are not aware that their child's first year impacts later school performance
 - 27% are not aware that children sense and react to parent emotions from birth
 - 21% are not aware that play is crucial for children under 10 months of age
 - 47% believe that a child's language benefits equally from watching TV versus talking to a real person

Trend line:

- No current trend line available

Benchmark 2020:

- The Family and Community Survey was designed to measure many critical areas of parent knowledge, skills, and practice related to their young children. There are questions on overall knowledge of the importance of early childhood, questions which gauge parent knowledge of specific ages and stages, parent behaviors with their children, as well as parent practices related to utilization of services for their families. The survey contains over sixty questions, many of them exploring multiple facets of parenting. This survey is complex because parenting is complex and requires many skills and extensive knowledge. It is critical however, that this early childhood indicator be one, clear number that represents a composite of critical parent knowledge, skills, and actions. It is recommend that specific skills and practices (such as TV watching and knowledge of specific ages and stages) be monitored as key measures. The benchmarks that the early learning and family support subcommittee worked on related to specific skills and practices will be the basis of those key measures. It is also recommend that once all the data from the 2012 Family and Community survey are received and analyzed, that a composite measure, which reflects multiple facets of parent knowledge, skills, and practice, be recommended. These results are anticipated in fall 2012.

Key Measures to Monitor (sub-measures):

- As recommended:
 - 10% of AZ parents are not aware that their child's first year impacts later school performance
 - 17% are not aware that children sense and react to parent emotions from birth
 - 11% are not aware that play is crucial for children under 10 months of age
 - 27% believe that a child's language benefits equally from watching TV versus talking to a real person

Other recommendations and considerations:

- Family Support Advisory Committee review and approve composite measure before finalizing in fall 2012